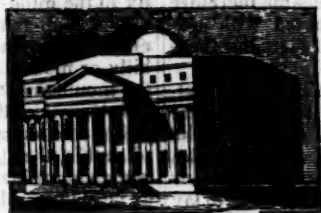


# DISTRICT SCHOOL JOURNAL

## Of the State of New-York.



VOL. VII.

ALBANY, APRIL, 1846.

No. 1.

### Notice.

#### State Convention of County Superintendents.

Unless a different day should be designated in our next number, upon a more full consultation with the several county superintendents, this convention will be held for the present year at the Capitol in the city of Albany, on Tuesday, the 12th day of May next, at 10 o'clock, A. M., and will probably remain in session for four days.

### State Normal School.

#### EXTRACTS

From the Report of the Executive Committee of the State Normal School.

Made to the Legislature January 26, 1846.

#### ORGANIZATION AND INSTRUCTION.

As upon the first opening of the school, the number of the pupils was small, all the instruction, except in vocal music and drawing, was given by the principal and professor of mathematics.

Observation as well as experience had produced the conviction, that the first great thing to be done in the school, was, to imbue the pupils with a sense of the *importance of the teacher's work*, and of the necessity of high qualifications for the successful discharge of a teacher's duty.

To accomplish this, a course of lectures was at once commenced by the principal, on the "Responsibilities of the Teacher;" the "Habits of the Teacher;" "Modes of Teaching;" "Modes of Government;" "Qualifications of the Teacher;" "Securing Parental Co-operation;" "Waking up Mind, in School, in the District;" "Motives to be addressed," &c. &c.

A very commendable spirit soon manifested itself in the school, in the *teachableness* of the pupils. It was found that the most of them were willing to descend again to first principles, and to lay anew the foundation stones of a good education. Thus, too, the way was prepared for the classification of the students, a duty always difficult and often unpleasant for the teacher, especially when the pupil shows an unwillingness to take his proper place, thinking more favorably

than his teachers of his own proficiency. But the influence of these lectures carried the majority of the students to the extreme, the opposite of self confidence, for they seemed to feel that they had every thing to learn, and they were willing to be classed among those who were to acquire the elements of knowledge.

When the way was thus prepared for labor, the instructors, to make themselves useful to the school, relied mainly upon *actual teaching* and *thorough drilling*. The classes were soon formed, and the elementary branches thoroughly taught, and at every step with a special reference to the manner of teaching them again in the district school.

The teachers had no desire to introduce *novelties* or extraordinary methods to the attention of the school. It was their desire rather to bring before them such methods, as their own experience had proved to be most useful. "Not how much, but how well," was one of their mottoes, and "Books are but helps," was another. They endeavored to awaken an interest in the *subjects*, treated upon, while books were regarded only as instruments. Above all, it was kept steadily before the mind of the student, that he was *receiving* that he might again *dispense*; hence the question was so often asked, "How would you explain that to a child?" that it was not unfrequently anticipated by the reciter; who would say, "If I were teaching a class, I would explain it thus."

Much time was spent during the first term upon the common branches—reading, spelling, writing, geography, arithmetic and grammar. For it was soon discovered, that in the various schools, where these pupils had been educated, these branches—the first two especially—had been almost entirely neglected, for the pursuit of the *higher branches*. Many had studied philosophy, whose *spelling was deficient*; and others had studied algebra, who found it very difficult to explain intelligibly the mystery of "*borrowing ten and carrying one*" in simple subtraction. And yet a large number of these pupils had been engaged in teaching the district schools of the state.

It was therefore believed, that the usefulness of the Normal School would be best promoted

9108. L.

by at once directing attention to these *little things*. Reading and spelling became therefore daily exercises, and were conducted with special reference to the manner of teaching these branches in district schools.

In teaching reading, it was thought of the utmost importance to break up the mechanical mode in which it is too often taught in the schools. Reading, it was believed, had its rules and reasons and principles, as much as any other branch of study, and the point sought was to lay hold of these principles and to develop them—in other words—to teach reading philosophically, and not mechanically. This was attempted and prosecuted by Mr. Page in the following manner. It is well known that there are about *forty elementary sounds* in our language. The first step therefore was, to teach every pupil the utterance of these sounds. For this purpose a *chart* was prepared with much care by the principal, upon which these sounds were indicated by their *most common representatives*. After this, the less frequent representatives were explained under the name of *equivalents*. When the students were able to give perfect utterance to the “simple elements,” they were next exercised upon a series of combinations of these elements, until many of the most difficult in our language were mastered. Thus words were analyzed into their elements, and the elements again combined into words; and then the whole was applied to the reading lessons. The effect upon the tones of the voice, and upon articulation, was speedily obvious to all. When perfect utterance was acquired—the first essential step towards good reading or speaking—then the inflections and modulations of the voice, pauses and emphasis, quantity and force, in a word, all those nicer variations, attention to which make the perfect reader, were not neglected.

The effect of this thorough course of teaching, in improving the reading and especially the articulation of the pupils, was so apparent as to excite the remarks of all who visited the school; and the committee were much gratified in observing, that in proportion to the thoroughness of the instruction, there was a corresponding disposition on the part of the students, to be strictly thorough themselves.

No unimportant part of the instruction in reading, was that devoted to giving an idea of the *best methods of teaching children to read*. Here, instruction in the elementary sounds at a very early stage of the child's progress was earnestly urged.

These methods were fully illustrated in familiar lectures by the principal, but further detail seems here inadmissible, since it would occupy too great space.

Spelling was taught to a considerable extent by the use of the slate. It was believed that *oral spelling* had been too much relied on in district schools; and the evil of such exclusive reliance is apparent from the fact, that good oral spellers frequently commit mistakes, when called on to write. Various methods were therefore practised, not only with the view of immediately benefiting the pupils, but also to furnish them with the means of securing an interest in this important branch of education, when they were called to teach.

In teaching geography, the great aim was, to fix in the mind of the pupil an idea of the shape, extent and general features of a country; the character of the surface, as level, undulating, hilly or mountainous; the course and extent of the mountains, the basins or great reservoirs for the streams of the uplands; the position of the cities; the canals, railroads, &c. To accomplish this, the students were required to draw at home an outline map of the country, delineating, as far as possible, these general features. And from the instruction in drawing, which had been imparted, the students executed this task with much accuracy and even beauty. Then in the class, they were required to draw, *from memory*, the same map upon the black board, which after some practice, they were able to do with despatch. After this, they recited, somewhat in the form of a lecture, all the information which they had acquired concerning the history of the country, including the form of government, language, religion, laws, customs and remarkable events. At this point, the teacher, either by questioning the other pupils, or by his own statements, corrected mistakes, or communicated such additional information, as he deemed to be important.

A very thorough course of lectures was also delivered by the professor of mathematics, on the use of the globes and on mathematical geography, in which many of the elementary principles of astronomy were appropriately introduced.

In commencing the mathematical course, it was thought that *thoroughness* alone could secure a pleasant and profitable progress. To gain this, instruction commenced at the fundamental principles of arithmetic. The students were required to solve *orally* and without the aid of a book, all the questions in “Colburn's Intellectual Arithmetic.” After the attainment of considerable proficiency in this exercise, they were allowed to propose to each other, such questions as involved the principles already acquired. This gave additional interest to the subject of study; while the brevity and clearness displayed in stating the questions, and the facility and ingenuity in solving them, clearly proved that the students were making not only a thorough but rapid advancement.

In teaching written arithmetic, great care was taken that the principles on which the rules were grounded, should be fully comprehended. To this end, the pupils were required to go to the black board, and taking the position of a teacher, to go carefully through the analysis of each topic; while any member of the class was permitted to point out whatever he deemed incorrect or defective, and the *temporary* teacher was called on to defend his course, or to correct his mistake. Thus rigid criticism was encouraged, and no subject was dismissed, until it was so well understood, that any of the class could act the part of a teacher, and explain it at the black board. Frequently several members of the class were called on in succession to elucidate the same subject; thus affording an opportunity for comparing the relative merits of various methods.

The same course was pursued in algebra and geometry.

In order to be certain that the instruction was thorough, frequent reviews were required; and the maxim was continually repeated "not how much, but how well."

Lectures were also delivered by the professor of mathematics, on the best methods of demonstrating the rules of arithmetic, and these lectures included a consideration, as well of the most intricate, as of the elementary principles of the science of numbers.

The instruction in grammar awakened, from the first, much interest among the students. All of them had studied the subject somewhat; and many of them had come to the school with strong predilections for the peculiar opinions of particular authors. Bullions, Gould Brown, Pierce, Kirkham, Smith, &c. had their friends, and the school, in this respect, resembled somewhat Paul's account of the church at Corinth, where every one had "a doctrine." This, of course, awakened interest, called forth inquiry, and tended much to increase the knowledge of the science. And the committee can say of themselves, that they never attended the recitation of the grammar classes, without receiving some profitable suggestion, or finding their own minds fillipped to think.

After the elementary studies were thus reviewed, some of the higher branches were taken up. Among the number were natural philosophy and human physiology, besides higher arithmetic and algebra, of which mention has been already made. Composition and declamation were also regularly attended to.

A teacher of vocal music and also of drawing were procured for the school, and commenced their instructions immediately upon the opening of it. It was believed that a knowledge of both of these branches was important to the teacher. By music, the ear is cultivated and the feelings refined, and it also affords an instructor a means of preserving a state of feeling in his school, which would, to some extent, render a resort to severity less frequent.

Vocal music has been taught elementarily, so as to prepare the pupils for teaching it to others in a proper manner. Care has also been taken to familiarize the students with many of the little songs adapted to childhood, in order that the graduates may be able to carry into their schools such music as shall be attractive to the young.

Drawing, also, it was thought, ought to be taught to all children, no less for its direct utility than for the influence it would have in the cultivation of all their powers, by disciplining the eye, improving the taste, and by awakening the observation both of natural and artificial forms. Besides, a knowledge of drawing greatly facilitates an instructor's power to teach; and in the absence of apparatus, it is his only way of addressing the eye.

The first term of the school was closed by a public examination, but no special preparations were made for it. It was resolved that all such examinations should be a thorough sifting of the students, and not a periodical occasion of displaying certain well conned portions of the studies pursued. Accordingly the pupils were simply informed, that they would be examined on all the subjects of study pursued during the term, and they were required to prepare themselves as

well as they could. The result was highly creditable to teachers and pupils; and the committee were told by many members of the last legislature and other friends of education, that *if the same indefatigable diligence and interest, on the part of teachers and taught, were kept up, the success of the school was placed beyond a peradventure.*

Still the first term could be hardly looked upon as a test of the Normal "experiment." Besides being a very short term, (twelve weeks,) it was constantly interrupted by the admission of new scholars, who of course could be put imperfectly classed.

None graduated at the close of this term; as the committee had determined that no one should receive a diploma, unless he had been a member of the school for one entire term of twenty weeks. Several individuals had however distinguished themselves, as well by an aptness to teach, as by the thoroughness of their attainments as far as they had gone. By the advice of the committee, six of these were engaged as assistants for the next term. They were still to pursue their studies, while they should hear two recitations daily in the school, and for which they were to receive a small compensation.

#### SECOND TERM.

The school opened with about double the number of the former term; a new professor was also added to the corps of instruction.

The organization of the school was arranged with reference to a drilling of the new pupils in the elementary branches. All went on prosperously for about eight weeks, when the new professor was obliged to resign his position, by reason of sickness in his family, then residing in a distant part of the state. This was a crisis of great interest to the school. The appointment of a new professor in the middle of a term—if even a good one could have been procured—would have been a serious drawback upon the progress of the school; but no one was at hand, and the place had to be filled by adding two others to the number of the assistants. This was at first looked upon as a temporary arrangement; but as they, beyond expectation, sustained themselves in their position as teachers, it was, after mature deliberation, decided by the committee, that no further change should be made in the board of instruction during the term.

The course of instruction during the second term did not materially differ from that pursued before. Experience of course suggested some modifications, and among these was the introduction of what is familiarly called the "Sub-Lecture Exercise." Shortly after the middle of the term, a demand was made by the county superintendents, for teachers who should assist in the county institutes, which were to be convened during the approaching vacation of the Normal School. In order, therefore, to prepare the students for this duty, by improving their *ability of communicating* their knowledge, the "sub-lectures" were introduced. Some fifteen of the more advanced pupils were appointed weekly, who were expected to prepare themselves to elucidate a given topic on the following Wednesday. The pupil, in the presence of the whole school, was then required to assume the attitude of a teacher, and by means of diagrams on the

black board, &c., to explain, as best he could, the particular point assigned. The lecture of each pupil was limited to six minutes, and when each had performed his duty, his *manner*, *manner* and style were criticised by the principal. The improvement observable from week to week, showed this exercise to be one of no small importance.

The lectures of the principal before the whole school were continued, in which all the important subjects already spoken of were carefully discussed.

The second term closed with the public examination; at this, large audiences were present; and as far as the committee had opportunity to learn the opinions of those who attended, but one sentiment was expressed: *that for honesty and rigor, the public examinations of the Normal School might be equalled, but could not be surpassed.*

At the close of the examination, thirty-four of the pupils were judged to be "*well qualified to teach*," and they accordingly received the diploma of the school.

#### THIRD TERM.

There are, at the present time, nearly two hundred pupils in the school, who are pursuing their studies with diligence and profit.

The assistants having sustained themselves so well during the second term, it was, after mature deliberation, thought best not to appoint another professor with a large salary, but to employ instead, several of those who had been temporarily engaged as assistants, to become permanent teachers. Accordingly four males and one female, were appointed, who are devoting their whole time to their work. The aggregate compensation, received by these five, scarcely exceeds the salary of one professor; while it is believed, that the services rendered by several of them—owing to their knowledge of the plans and wishes of the principal—are quite as valuable as could be procured at any price.

The following is a list of the names and duties of the present corps of instructors:

DAVID P. PAGE, *Principal.*

GEORGE R. PERKINS, A. M. *Professor of Mathematics.*

DARWIN G. EATON, *Teacher of Mathematics, &c.*

SUMNER C. WEBB, *Teacher of Arithmetic and Geography.*

SILAS T. BOWEN, *Teacher of Grammar.*

W. W. CLARK, *Teacher of Nat. Philosophy and Chemistry.*

ELIZABETH C. HANCE, *Teacher of Reading and History.*

WM. F. PHELPS, *Permanent Teacher of the Model School.*

F. I. ILSLEY, *Teacher of Vocal Music.*

J. B. HOWARD, *Teacher of Drawing.*

The number of the pupils having increased so much, a modification of the duties of the principal was imperatively required. A general supervision of the teachers is necessary, and this could not be exercised, so long as the principal was confined during all the school hours, engaged in actual teaching. At the first, necessity required his services in the recitation room, but it was even then felt to be an evil, which ought to be corrected as soon as possible. Accordingly his duties as an actual teacher have been some-

what lightened, and a portion of every day is spent by him, in visiting the classes taught by the assistants.

The course, together with the kind of instruction now imparted, is much the same as in former terms. The *elements* are first taught, and the *higher branches* afterwards. In addition to the Wednesday "*sub-lectures*," some of the more advanced classes spend an hour each week, in what is denominated an "*Institute Exercise*." Three or four persons are designated, who having prepared themselves, take the place of *Institute Teachers*; thus a facility is acquired in performing an important service which will be expected of them when they graduate.

There are also in the school, several associations which meet every Saturday, for the purpose of discussing the duties of the teacher, the best modes of discipline, and the means of elevating the profession of the teacher, so that it may become worthy of the public respect; it is believed that these associations are exerting a salutary influence.

At a meeting of the executive committee, held on the 25th of last August, the following resolution was unanimously passed:

"*Resolved*, That constitutional law, together with select parts of the statutes of this state, most intimately connected with the rights and duties of citizens, shall be pursued as a study in the Normal School."

Accordingly this branch of study has been introduced, and is now pursued with much interest, and it is believed, with profit.

A class is also now forming, which will commence the study of intellectual and moral philosophy.

#### PUNCTUALITY AND SYSTEM.

Punctuality is esteemed essential for the teacher, who wishes to preserve his own self-respect, or to be useful to his pupils; its observance has therefore been earnestly urged upon all, both by precept and example; and the Normal school affords an example of the ease with which punctuality may be observed in a school, by teachers' being punctual themselves. The normal school teachers are never "behind the time."

Success also in a school depends much upon adherence to *system* in all its arrangements and exercises. The rule of the normal school is, that there is "a time for every thing, and every thing must be in its time."

#### DISCIPLINE.

It was thought best to have *few laws*. The wish of the Principal, kindly expressed, has been the law of the school, while the good intention and ever ready compliances on the part of the pupils, to that wish, has made the discipline of the school an honor to teachers and students, and a gratification to all who have witnessed it.

#### LIBRARY AND APPARATUS.

In the report of last year, it was stated, "that a donation for an educational library has been made to the Normal School, by the executors of the Hon. James Wadsworth, out of certain funds left by that distinguished friend of education, to be disbursed in such manner as would best pro-

note the interests of the schools of the people." This valuable donation has been received, and composes the principal part of the "Miscellaneous Library," which now numbers 601 vols.

The expense of the school, in the purchase of text books, has also been much lessened by the liberality of publishers. The number of volumes in the "Text Book Library" is 5,005. The number of volumes in both libraries is 5,606.

In the purchase of chemical and philosophical apparatus, the committee have sought to avoid all extravagance; and they believe, that the school now has all that is needed for the present.

#### EXPERIMENTAL SCHOOL.

During the second term, an experimental school was opened, consisting of forty-five children between the ages of five and sixteen years. This school was taught during that term by the graduating class, who went in *by turns* for that purpose.

The design of this school is, to afford the normal pupils an opportunity, under the eye of the principal, to practise the methods of teaching inculcated in the instructions which they have received. They spend two weeks each in the school. The first week, they act as *observers*, and the second as teachers. As observers, it is their duty to notice closely the mode of discipline, teaching, &c.; also at every recitation to keep the "class book," and to mark therein the manner in which every child recites his lesson. The second week, the observers become teachers, and new pupils come in from the Normal School, to take the place of observers.

Uniformity of instruction and government is secured by the appointment of one of the graduates of the Normal School, as a *permanent teacher*. It is his duty to keep the school well classified and in good order; to give occasional specimens of teaching, and to make such suggestions to the teachers as he shall think proper.

It is proposed to open shortly another experimental school, the city of Albany having agreed to pay \$200 for fitting up and furnishing the room. Both the schools will be under the supervision of the "*Permanent Teacher*," while more ample opportunity for practice in teaching will be afforded to the normal pupils.

Hitherto the instruction in the experimental school has been gratuitous, but it is the purpose of the committee, hereafter to charge those who are able to pay a tuition fee; thus it is intended, that the schools shall defray their own expenses.

[Remainder next month.]

#### Regulations of State Normal School.

SEVERAL important modifications having been recently made in the regulations of the State Normal School, it is thought proper to publish a statement of the same, that those who are or purpose to become students of the school, may have all the information necessary for them.

#### TERMS AND VACATIONS.

Hereafter the summer term of the school shall commence on the first Monday of May, and continue twenty weeks, with an intermission of one week in the month of July.

The winter term shall commence on the first Monday of November, and continue twenty-two weeks, with an intermission from Christmas to New Year's day inclusive.

#### APPOINTMENT OF PUPILS.

After the present term, the distinction between State and volunteer pupils shall be abolished.

Hereafter each county shall have the privilege of sending to the school twice as many pupils, as it has members in the Assembly.

Hereafter the appointment of students shall be made by the county and town superintendents, at a meeting called for that purpose by the county superintendent.

#### VACANCIES.

A list of the vacancies which will occur at the end of this term, will be published in the April number of the District School Journal, and upon the receipt of the same, the superintendents will proceed to make the appointments.

#### QUALIFICATION OF APPLICANTS.

The superintendents, in making their appointments, are urged to pay no regard to the political opinions of applicants. The selections should be made with reference to the *moral worth* and abilities of the candidates. Decided preference ought to be given to those, who in the judgment of the superintendents, give the highest promise of becoming the most efficient teachers of common schools. It is also desirable that none should be appointed who have not already a good knowledge of the common branches of study, and who do not intend to remain in the school until they graduate. Females sent to the school must be sixteen years of age, and males eighteen.

#### APPORTIONMENT OF MONEY.

It is proposed to apportion the sum of \$1700 among the 256 pupils, who may compose the school during the summer term. 1. Each pupil shall receive three cents a mile on the distance from his county town to the city of Albany. 2. The remainder of the \$1700 shall then be divided equally among the 256 students.

The following list will show how much a student of each county will receive, during the ensuing summer term:

Albany, \$2 41; Allegany, \$10 00; Broome, \$6 76; Cattaraugus, \$11 17; Cayuga, \$7 09; Chautauque, \$12 49; Chemung, \$8 35; Chenango, \$5 41; Clinton, \$7 27; Columbia, \$3 28; Cortland, \$6 67; Delaware, \$4 72; Dutchess, \$4 66; Erie, \$10 93; Essex, \$6 19; Franklin, \$8 77; Fulton, \$3 76; Genesee, \$9 73; Greene, \$3 43; Hamilton, \$4 87; Herkimer, \$1 81; Jefferson, \$7 21; Kings, \$6 97; Lewis, \$6 23; Livingston, \$9 19; Madison, \$5 44; Monroe, \$3 98; Montgomery, \$3 61; New-York, \$6 85; Niagara, \$10 72; Oneida, \$5 29; Onondaga, \$6 40; Ontario, \$8 26; Orange, \$5 44; Orleans, \$10 12; Oswego, \$7 21; Otsego, \$4 39; Putnam, \$5 59; Queens, \$7 63; Rensselaer, \$2 59; Richmond, \$7 32; Rockland, \$6 07; Saratoga, \$4 78; Schoenectady, \$2 86; Schoharie, \$3 07; Seneca, \$7 54; St. Lawrence, \$8 59; Steuben, \$8 89; Suffolk, \$9 16; Sullivan, \$5 80; Tioga, \$7 42; Tompkins, \$7 31; Ulster, \$4 15; Warren, \$4 27; Washington, \$3 85; Wayne, \$7 84; Westchester, \$6 46; Wyoming, \$9 85; Yates, \$7 96.

It is proper to state, that if the number of pupils is less than 256, the sum to be received will be proportionately increased. The above schedule shows therefore the minimum sum to be received by each pupil. His apportionment cannot be less than as above stated, and it may be more.

#### PROMPT ATTENDANCE.

As the school will reopen on the first Monday of May, it would be for the advantage of the pupils, if they should reach Albany by the Thurs-

day or Friday preceding the day of opening. The Faculty can then aid them in securing suitable places for boarding.

As the examinations of the pupils preparatory for classification will commence on the first day of the term, it is exceedingly important, that all the pupils should report themselves on the first morning. Those who arrive a day after the time, will subject not only the teachers to much trouble, but themselves also to the rigors of a private examination. After the first week, no student except for the strongest reasons, shall be allowed to enter the school.

#### STANDARD FOR FUTURE GRADUATION.

Owing to peculiar circumstances attending the first organization of the school, no standard of attainment, other than the judgment of the Faculty, was fixed upon as a condition of awarding a diploma. It has been found very difficult satisfactorily to make this award, from the fact that many have entered the school with a *standard of their own in their minds*—a standard in some instances quite above a practicable course of study in such a school, and in many others far below that which ought to be insisted on. A few may have obtained a diploma more easily than they expected, while others have given up all idea of graduating, after having taken in one term a few of the first steps toward what appeared to them a distant if not a dizzy summit. The committee are unwilling that the energies of the school should be spent upon those who have not the disposition to become thorough and able teachers. For the better understanding of all concerned, after careful deliberation, aided by the experience of the past three terms, they have adopted the following as the course of study for the school; and a thorough acquaintance with the whole of it on the part of the male pupils, will be made the condition of graduating.

#### COURSE OF STUDY.

Orthography, Normal Chart.  
*Analysis of Derivative Words*, Town's.  
 Reading and Elocution.  
 Writing.  
 Geography and Outline Maps, (with map drawing.) Mitchell's.  
 Eng. Grammar, (with composition,) Brown's.  
 History of United States, Wilson's.  
 Human Physiology, Lee's.  
 Mental Arithmetic, Colburn's.  
 Elementary Arithmetic, Perkins'.  
 Higher Arithmetic, "  
 Elementary Algebra "  
 Higher Algebra, Chaps. VII. and VIII. (omitting Multinomial Theorem and Recurring Series,) Perkins'.  
 Geometry, Six Books, Davies' Legendre.  
 Plane Trigonometry, as contained in Davies' Legendre.  
 Land Surveying, Davies'.  
 Natural Philosophy, Olmstead's.  
 Chemistry, (with experimental lectures) Gray's  
 Intellectual Philosophy, Abercrombie's.  
 Moral Philosophy,—Lectures.  
 Constitutional Law, and select parts of the statutes of this state, most intimately connected with the rights and duties of citizens.—Young's Science of Government and Revised Statutes.  
 Rhetoric.—Lectures.  
 Theory and Practice of Teaching, Lectures and Experimental School.  
 Lessons in Drawing and Vocal Music to be given to all.  
 Mathematical Geography, Use of Globes, and Elements of Astronomy,—Lectures.

The same course of study, omitting higher Algebra, Plane Trigonometry and Surveying must be attained by females as a condition of graduating.

N. B. Any of the pupils who desire further to pursue mathematics can be allowed to do so after completing the above course of study.

In behalf of the Executive Committee,  
 N. S. BENTON,  
 Sup't. Common Schools.

#### [List of Vacancies. ]

The following list is as perfect as it can be made at the present time. Several pupils of the school last term could not determine whether they would return next term, till they should consult their friends at home. Wherever, therefore, the superintendents have it in their power, they would do well to ascertain from the former pupils themselves whether they intend to return. It is understood that any member of the school at the close of last term, in good standing, is entitled to a seat next term without re-appointment, unless he had signified his intention to leave.

When this mark (\*) is affixed to the number, it signifies that in that county some one of the pupils has expressed doubts about returning; and that if these doubts are confirmed, one more could be sent from such county.

Albany,.....	none.
Allegany,.....	two.
Broome,.....	two.
Cattaraugus,.....	three.*
Cayuga,.....	four.
Chautauque,.....	four.
Chemung,.....	one.
Chenango,.....	five.
Clinton,.....	one.
Columbia,.....	four.
Cortland,.....	three.
Delaware,.....	two.
Dutchess,.....	four.
Erie,.....	five.
Essex,.....	one.
Franklin,.....	one.
Fulton and Hamilton,.....	one.
Genesee,.....	three.
Greene,.....	two.*
Herkimer,.....	none.
Jefferson,.....	six.
Kings,.....	four.
Lewis,.....	two.
Livingston,.....	three.
Madison,.....	one.*
Monroe,.....	three.
Montgomery,.....	none.
New-York,.....	fifteen.
Niagara,.....	three.
Oneida,.....	five.*
Onondaga,.....	six.*
Orange,.....	two.*
Ontario,.....	four.
Orleans,.....	one.
Oswego,.....	three.
Otsego,.....	three.*
Putnam,.....	one.
Queens,.....	one.*
Rensselaer,.....	two.*
Richmond,.....	one.
Rockland,.....	two.
Saratoga,.....	none.

Schenectady,.....	one.
Schoharie,.....	none.*
Seneca,.....	two.
St. Lawrence,.....	three.
Steuben,.....	three.
Suffolk,.....	two.
Sullivan,.....	one.
Tioga,.....	one.*
Tompkins,.....	four.
Ulster,.....	two.*
Warren,.....	one.
Washington,.....	two.
Wayne,.....	one.
Westchester,.....	two.
Wyoming,.....	two.
Yates,.....	two.

## NORMAL SCHOOL.

The semi-annual examination of the pupils of this institution closed on the 10th ult.: and we subjoin a list of the names and residence of the graduating class. The exercises were exceedingly interesting and most satisfactory; and we are happy to have it in our power to say that the institution may now be regarded as on an impregnable basis, and in the "full tide of successful experiment." The highest credit is due, for this result, to the indefatigable labors and superior abilities of the Principal, and his able and devoted assistants, sustained and supported, as they have uniformly been, by the pupils under their charge.

## LIST OF GRADUATES AT STATE NORMAL SCHOOL,

March 10, 1846.

NAMES.	TOWN.	COUNTY.
Isaac P. Frink.....	West Troy	Albany.
Edw'd W. Chesebro.....	Guiderland	"
Martin M. Smith.....	Pike	Allegany.
H. Elizabeth Cole.....	Chenango	Broome.
Charles D. Lawrence.....	Scipio	Cayuga.
John N. Knapp.....	Victory	"
John C. Moses.....	French Creek	Chautauque.
Darwin G. Eaton.....	Portland	"
Catharine M. Tuttle.....	Sherburne	Chenango.
Mary L. Beale.....	Kinderhook	Columbia.
Mary Cornwell.....	New Lebanon	"
James H. Salisbury.....	Homer	Cortland.
Egbert B. Johnson.....	Union Vale	Dutchess.
Cyrenus C. Gunn.....	Lancaster	Erie.
Oliver C. Belding.....	Oppenheim Centre	Fulton.
Daniel T. Lennou.....	Cairo	Greene.
Alida B. Taintor.....	Coxsackie	"
Margaret M. Lyon.....	Little Falls	Herkimer.
John K. Webb.....	Brownville	Jefferson.
Cornelia M. Johnson.....	Champion	"
Samuel P. Cole.....	Henderson	"
Joseph Weller.....	Geneseo	Livingston.
Charles L. Brown.....	Stockbridge	Madison.
James Atwater.....	Lockport	Niagara.
Francis A. Thayer.....	Rome	Oneida.
Chauncey L. Williams.....	Lafayette	Onondaga.
B. Melvina Williams.....	Lafayette	"
Rachael C. Newman.....	S. Onondaga	"
Julia A. Covil.....	Fabius	"
Mary G. Sabin.....	Naples	Ontario.
Alexander M. Baker.....	Sandy Creek	Oswego.
Delos Fitch.....	Exeter	Otsego.
Semantha Jones.....	N. Stephentown	Rensselaer.
Jacob Chace, Jr.....	Hoosick Falls	"
Abraham Debaun.....	Clarkstown	Rockland.
Lucretia Ward.....	Ballstown Spa	Saratoga.
Abby Perry.....	Schenectady	Schenectady.
Cath. Van Valkenburgh.....	Prattsburgh	Steuben.
Charlotte D. Hill.....	Owego	Tioga.
William H. Niles.....	Dryden	Tompkins.
Thomas Slater.....	Caroline	"
James Divine.....	Wawarsing	Ulster.
John M. Root.....	Fort Ann	Washington.
Jeremiah Jenkins.....	Glen's Falls	Warren.
E. Dawson Granger.....	Sodus	Wayne.
Edna Lapham.....	Macedon	"
Howard B. Miller.....	Penn Yan	Yates.—47.

## Reports of Conn'g Superintendents.

## FRANKLIN COUNTY.

Extract from the Annual Report of D. H. STEVENS, Esq.,  
County Superintendent.

Required to give an account of stewardship, by submitting a fourth annual report, it is done with mingled emotions of pleasure and pain. Emotions of pleasure pervade one's heart, when he contrasts the schools of '45 with those of '41. When he passes in review, the improvements made in the location, construction and convenience of school houses; in the improved methods of teaching and the more thorough qualifications of teachers, and in the quadrupled anxiety of parents, together with the vastly better acquirements of scholars, he cannot but feel something like ecstatic joy; and yet, imbued with a desire for those improvements, of which these nurseries of learning are susceptible, and witnessing the many well nigh insuperable barriers—the prevailing restrictions of poverty—the "battering rams" of prejudice and of preconceived opinions, against which he has to contend, his bosom becomes the receptacle of commensurate grief. That the most sanguine anticipations of the greatest educational fanatic have been fully realized, cannot be denied. The establishment of a Normal School—the conception and practical operation of teachers' institutes and drills—the annual assemblages of county superintendents, and the more frequent gatherings of town superintendents, patrons and teachers, in the respective counties and towns—the institution of school celebrations—the introduction of vocal music into the schools, and the almost entire annihilation of corporal punishment, in their management, constitute an era in our educational history which may well challenge a comparison with any preceding four years' exertions, and which will make a page in the annals of New-York, replete with encomiums for the worthy projectors.

## WYOMING COUNTY.

HON. N. S. BENTON—

DEAR SIR—It is ever pleasant to contemplate those causes which tend to ameliorate the condition of man, and elevate the human family in the scale of being; and in the whole list of human projects, there probably is no other one that has so great a tendency as the proper development of the youthful mind, and formation of the youthful character. In this county there are one hundred and seventy-four school-houses, in which more than ten thousand children and youth receive instruction annually, and fearful indeed is the responsibility of those who have charge of their instruction. Hoping to be of some service in directing aright the minds, and forming the character of this multitude of youth, I have labored diligently during the past year, in counseling and advising with them, their parents and teachers. During the winter term I visited one hundred and fourteen of the schools of the county, in which I met with three thousand eight hundred and seventy-six children and youth, and during the summer term I visited one hundred and fifty-four schools, in which I met with four thousand and nine pupils. To all of these, their teachers, and many of their parents. I gave such counsel as appeared to me would tend to improve their physical, intellectual, and moral condition. To what extent these labors have been, or will be blessed, I know not, but the cordial co-operation which I have received from town superintendents, parents and teachers, induce me to believe that they will have a favorable effect on the future destinies of

the youth of the county. Much credit is due my predecessor, A. S. Stevens, Esq., for the faithful and efficient manner in which he discharged the duties of his office; but, notwithstanding all his exertions, there was at the expiration of his term, and still is, a sickening apathy on the public mind with reference to the true interests of their schools. I have not yet discovered what course is best calculated to remove this apathy, and awaken the minds of the people to a proper sense of the importance of their schools, and of their responsibilities in the education of the young; but I am of opinion that various causes are at work which will eventually arouse the people, and cause them to act with a zeal and energy upon this subject equal to that which they now bestow upon others of far less importance. Prominent among these causes are teachers' institutes, which produce a united effort on the part of teachers, and awaken in them an enthusiasm which, to a certain extent, is imparted to their pupils and employers. At a sacrifice of from one to three weeks time, and an expense ranging from one to four dollars each, nearly two hundred teachers in this county, have, during the past year, received and imparted instruction and advice, at such institutes, relative to the best modes of teaching, governing, &c. Considering the limited allowance which teachers receive for their services, this is a sacrifice worthy of commendation, and speaks well of the character of our teachers, and their devotion to the business in which they are engaged. A majority of these teachers are females, and it is much to be regretted that a portion of our male teachers, who, by uniting with others, in giving and receiving counsel, might do much good, still stand aloof from these meetings, and with an air of self-sufficiency which is not begotten of wisdom, plod along in their schools solitary and alone. With very few exceptions, I have found the form, but not the life and essence of instruction in the schools taught by these teachers. Were the people of this state sensible of the great benefits which teachers derive from spending a portion of each year in counselling together with reference to the best course to be pursued, properly to develop and discipline the youthful mind, and form the youthful character, they would seek to employ those only who had thus spent a portion of their time; and if our legislators sought to bestow their favor upon those from whom the state and the world would reap an hundred fold reward, I am confident, that on a thorough and impartial investigation of this subject, an appropriation would be made annually to each county in the state, sufficient to defray a fair portion of the expense of these institutions.

Another cause which is operating to remove the apathy from the minds of the people on the subject, is school celebrations. There have been thirteen celebrations (one in each town) in this county during the past summer, at which the several schools of the different towns were assembled, and the children, with many of their parents, enjoyed a day of recreation, and the brief examinations of the schools enabled the people to contrast good schools and teachers, with poor ones, and thus form proper estimates of their different values; and the short addresses here made usually tend to increase the exertions of the people in behalf of their schools. These celebrations, if properly conducted, will prove to be powerful auxiliaries in awakening the minds of parents to a sense of the importance of properly educating their children, and for this purpose, of employing competent instructors. Consequently it will greatly increase the demand for good

teachers, while those of an inferior grade will be uncalled for and unemployed. Great care should be taken that these celebrations tend not to verbal recitations and ostentatious show. Pomp and parade are unbecoming a plain republican people, and should be particularly discarded in all things that pertain to the education of the young, as their tendency is to beget a love and admiration of the gay and glittering, rather than for the plain and useful. The apparel of the children, the refreshments, and whatever is in any way connected with these celebrations, should be neat, but plain and simple; and the examination of the school should be brief, but thorough. The children should repeat but few words, and those words should carry conviction to the mind of the intelligent and discreet observer, that they understand well the subject of their recitations. There are many causes which, for want of time I must omit noticing, and which may well be omitted, as they are intimately blended with that which the true friends of education, who have the most thoroughly examined the subject, denominate the primary cause which is to renovate our schools, and induce the people to act in relation to the education of the rising generation, as they act upon other important subjects. This cause is our system of supervision. Such declaration will doubtless strike the narrow, selfish mind, that sees nothing but self aggrandizement and pecuniary gain, operating as a motive of action upon man, with horror and disgust, coming as it does from the pen of one who, for the time being, occupies a station connected with this system of supervision. No argument will convince him who possesses such a mind, that man ever acts from other than selfish and degraded motives, and it is not to be expected that he will discover ought to admire in the present, or any other system of supervision, that requires the payment of money to elevate man in the scale of being, and cause him to act from other than sordid motives.

It is not strange that the lamentations and groans (upon paper) of such men should be annually heard in our legislative halls, asking for the abolition of a system, which has but just commenced its operations, and yet, both in theory and practice, has proved to be superior to any other system of school supervision ever known. It is necessary that every family and every firm should have a head, and in order that the family or firm may be prosperous, the head must devote the principal portion of his time to its interests. A single establishment erected for the manufacture of woollen goods, or other articles of commerce, requires the employment of a superintendent, at an annual salary of from eight to fifteen hundred dollars, who shall make it his principal business to attend to the interests of the institution. Every man, and company of men, who have a considerable amount of business to transact, employs one individual or more to spend his time in superintending the business, and it appears to me that the supervision of our schools by men who have other primary business, is an anomaly in human affairs, and those who advocate such system of supervision, must consider it a subject of little importance—do it without proper investigation—or be incapable of tracing causes to their legitimate effects. The supervision of our schools should be committed to as many, and no more, practical educators as are necessary, to enable them to make it their primary business; otherwise it will fall into the hands of incompetent individuals. The opponents of our present system admit the necessity of educating the whole people, and they further admit that to accomplish this object, a system, with some plan of supervision, must exist

They are not prepared to say what plan they would adopt, but wish one that is not expensive. If we return to the old system of six officers in each town, we do not decrease the expense much, if any while we leave our schools under the charge of unworthy men. If we leave the supervision of our schools to town superintendents, the expenses must be greatly increased, or the schools must still be under the charge of men of other professions, who make it their principal business to attend to those professions, and consequently the schools must be neglected. Hence the least expensive system that can be adopted, which is worthy of the confidence of any intelligent man, is that of county superintendent, or some plan decidedly similar. I doubt not the intelligent portion of community, are fast becoming satisfied that our present system is a good one; but if it should be deemed necessary to change it, I am of opinion that a majority of worthy citizens, town superintendents and others would say, retain county superintendents to hold institutes, inspect teachers, visit schools, decide appeals, make reports, &c.; and town superintendents to arrange districts and disburse moneys. The county superintendent makes it his primary business to attend to the interests of the schools of his county—he visits the schools and people, and stimulates them to increased exertions, and well did the committee of the Tompkins County Institute remark, "when the people shall have become engaged on the subject of education, they will become fully sensible of the vast benefit conferred by our school system, and appreciate the wisdom that formed, and the patriotism that has sustained it; and instead of the voice of faction being heard, urging its demolition, they will rally round it, as the ark of their political safety, and proclaim in their majesty and might, that no unhallowed hand shall be laid upon it."

While visiting the winter schools, I was accompanied by sixty-seven trustees and one hundred and forty other inhabitants; and while visiting the summer schools, one hundred and thirteen trustees and four hundred and forty-four other inhabitants accompanied me.

I would commend to you Norman A. Calkins, of Gainesville, and Emeline E. Howard, of Perry, as worthy candidates for state certificates.

Very respectfully, your ob't. serv't.,

J. S. DENMAN,  
Sup't. Wyoming County.

### Literature and Science.

#### GEOGRAPHICAL DISTRIBUTION OF ANIMALS.

This subject has recently attracted the attention of philosophers; and the results of their inquiries and speculations are not without interest. We know no department of knowledge, for which scientific investigation has done so little as this; no one which has compelled all who sought to resolve its problems, to so unqualified an acknowledgement of their ignorance, and of the existence of effects which they are wholly unable to refer to causes. The animals upon one tract of country are found to differ wholly from those of another of similar climate and character. There are some species confined to narrow locations, who are of all others the best able to change their homes and spread themselves widely. A bird—

the English pheasant—is found all over the British Islands, and no where else on earth; while a certain butterfly, which lives and flutters but a few days, is found almost from pole to pole. There are islands in the midst of wide oceans, evidently volcanic and of comparatively recent origin, whose scorched and melted rocks are scarcely yet covered with earth; but which are fully inhabited by quadrupeds, birds, insects and reptiles; and trees and herbs are growing there, and the ponds of fresh water are full of fish, and muscles and oysters cling about their shores, and mosses to the rocks; now how do these things get there? In one striking instance, (the dodo,) a large bird was found upon such an island of small extent, and has been found no where else. Where did it come from? On the continent of New Holland, nearly all the quadrupeds are of one family, and that family, the kangaroo, is met with no where else. So too, when we dig far below the surface of any country, and break open its rocks, we find abundant marks of animals belonging to the same classes as are now existing, but we find few or no traces of the very animals we have. How did those species become extinct, and when and how did these we have, begin to be? To these questions science and philosophy can give no answer. A writer on the subject says:—"The geographical distribution of animals presents a wide field for speculation, although the modes by which that distribution has been effected will probably remain forever concealed from human knowledge. Their gradual extension by natural means, from a single centre of creation, scarcely falls within the sphere of credibility, and thus the creation of various groups of species on different points of the earth's surface, and in accordance with the climate and physical character of different countries; or the removal or dispersion, by supernatural agency, of the greater proportion of existing species from an original centre, seem the two points, one or the other of which remains to be illustrated by whoever is curious in such bewildering speculations."

In our next number we shall give some interesting extracts from an able article in the Edinburgh Review, on this subject. They will be found to embody, in a short space, the principal difficulties which science has encountered in explaining the distribution of animals over the surface of the earth.

#### Smiles.

A SMILE upon some kindred face,  
When human hearts with grief are bowed,  
Is like the golden rays that chase  
The darkness from the summer cloud.  
It lifts, and thrills, and brings a cheer  
To gild with joy the saddest hours,  
And sparkles on the soul as clear  
As dews that sleep on fainting flowers.

**District School Journal.**

S. S. RANDALL, EDITOR.

ALBANY, APRIL, 1846.

**DEATH OF WILLIAM S. WETMORE.**

THE friends of common school education have again been called upon to lament the loss of an efficient and devoted advocate of their interests, in the person of the late WILLIAM S. WETMORE, at the time of his death, and for two years preceding, county superintendent of the eastern section of Oneida county. He died at his residence in Whitesboro', on the 20th of February last. It was our fortune to know him intimately: and

"None kne<sup>d</sup> him but to love him,  
Nor named him but to praise."

He has gone down to the grave in the midst of his years and of his usefulness; but the remembrance of his active and unremitted exertions in the great field of labor which he adorned, will long survive.

OSCAR B. GRIDLEY, Esq., of Marshall, has been designated by the county clerk to supply the vacancy occasioned by this mournful event.

**DUTIES AND OBLIGATIONS OF STATESMEN.**

It is unquestionably true that by far the greater portion of the heavy expenses to which governments and states are subjected, in the organization and administration of their civil and penal codes, is the direct result of inattention, neglect or mismanagement in the education of youth. It is in vain to allege that no adequate power is conferred, under the social compact, or by the positive institutions of society, for the attainment of this end. The power follows as a necessary corollary to the establishment of government itself: without which it cannot accomplish the object for which all governments are instituted: and it would be as absurd and untenable to contend that the right to punish for any infraction of the laws, however gross, or the right to restrain depredators upon the public peace or property of individuals, however daring, cannot be derived from a sound theory of civil government, as that the right, and with it the duty, of providing a suitable intellectual and moral education for the children of the state, does not exist. All governments worthy of the name, have recognized this principle in theory, however far they may have departed from it in practice: and the sole question to be determined is, to what extent shall it be exercised? Now the whole end and aim of a sound education is to render the individual upon whom it is conferred, not only completely master of himself and the architect of his own destiny, but a valuable and useful member of society—at once the recipient and the dispenser of innumerable blessings—an active and efficient co-operator in the advance-

ment and diffusion of civilization—and a firm and unyielding defender of the true interests of the community of which he forms a part. Let then education be enabled to accomplish this great work for every individual as he comes upon the stage—and what an element of power in the progressive improvement of humanity—what a vast diminution in the cumbrous and expensive machinery of our civil and social organization—what a relaxation of the enormous pressure of crime and want and wretchedness which now presses upon every community within the pale of civilization, would at once be effected?

A wise and comprehensive legislation for the permanent interests and well being of a civilized and christian community, should have reference as well to the future, as to the present: should be as far as practicable disconnected from the fleeting interests which press in every direction, upon the representatives of the people, and should have a prospective operation, reaching far beyond the temporary provisions requisite for carrying on the complicated machinery of our political organization. Looking at the condition of things as they are, and having reference to the varied interests of every class of our fellow citizens, as we find them to exist, a course of legislation directed to the removal of all impediments to the orderly and harmonious administration of the laws—to the assertion and vindication of personal rights and the redress of personal wrongs—and to the efficacious workings of the civil and criminal code engrafted upon our statute book, becomes indeed an indispensable and most important portion of the duties of representatives entrusted with the guardianship of those institutions handed down to us by the men of another, and it may be, a wiser age. But if we would aspire to the character of statesmen, in the highest and most comprehensive sense of that term—if we would entitle ourselves to the gratitude and affectionate remembrance of posterity—if we desire to leave a permanent impression upon the minds and hearts of those who are to come after us—our legislation, in addition to the supply of existing wants in the body politic, must address itself to the future exigencies of a rapidly advancing civilization. We must enlarge and extend the foundations upon which our successors are to build: we must make adequate provision for the mental and moral education of our youth: we must, so far as may be within our power, carefully prune every incipient excrescence in our political and social organization, which, if left to harden and expand, may shoot up into an unsightly and obnoxious protuberance: and we must direct our efforts wisely and effectually to the well being and prosperity of future generations, by the encouragement and liberal endowment of institutions which shall mould the mind and direct the energies of the young in accordance with the most enlightened dictates of wisdom and experience. And why should not this

be done? For what other purposes are governments instituted, than to secure "the greatest happiness of the greatest number"? And in what conceivable mode can this degree of happiness and security be accomplished more certainly, more efficiently and extensively, than by the universal diffusion of knowledge, and with it not only the capacity, but the inclination—the will and the disposition—to apply that knowledge to the benefit and the well being of the race? Shall we go on, year after year, and century after century, heaping up our statutes against mendicity, vagrancy and crime—rearing our poor-houses, our prisons and our gallows, in every neighborhood—subjecting ourselves to enormous and constantly increasing pecuniary burthens, in order to protect ourselves from the depredation and violence of our fellow men—and have we no power to "lay the axe at the root" of this great evil, by an adequate provision for universal and thorough mental and moral instruction? These are questions fraught with the deepest interest to every citizen and every statesman desirous of mitigating the sufferings and of elevating the condition of humanity: and we earnestly commend them to the attentive consideration of all who are interested in the solution of those great problems of the age which have reference to the moral and social improvement of mankind.

#### TO TRUSTEES AND CLERKS OF SCHOOL DISTRICTS AND TOWN SUPERINTENDENTS.

By the existing provisions of the school act, the District School Journal is required to be sent monthly to the clerk of each district in the State, whose duty it is expressly declared to be "to cause each volume to be bound at the expense of the district, and to deposit the same in the district library." As it thereby becomes a portion of the library of the district, no objection is perceived to the application of so much of the library money of the district in the hands of the trustees, to this purpose, as will be sufficient to defray the necessary expense of postage and binding: and it is therefore earnestly urged upon the trustees to see that these directions are in every instance, faithfully carried out; that the numbers of the Journal for the past and preceding years, belonging to the district, are collected, properly bound and deposited in the library, for general reference and perusal; and that the clerks of their respective districts be furnished in advance from the library money, with a sufficient sum to defray the postage of the Journal for one year, and particularly charged to call for and receive the paper as soon as may be after its arrival at the commencement of each month. The postage under the new post office law can in no case exceed one cent per month, or one shilling per year; and as this trifling sum is the only cost of the paper to the district, it is hoped its officers will not refuse to avail themselves of the enligh-

tened liberality of the State in thus furnishing such of the inhabitants as are desirous of the information it contains with the means of obtaining it without expense. *Where the officers of the district, notwithstanding these suggestions, persist in neglecting to call for the Journal, any inhabitant who will advance the postage is hereby authorized to take it for his own use.*

If the several town superintendents will take the trouble to call the particular attention of trustees, when they call for their library money, to their duty in this respect, and to the suggestions here made in reference to the requisite provision for defraying the postage of the Journals they may be enabled to secure the general reception and proper application of this periodical where it has hitherto been neglected: and in all cases where an arrangement can be made which the town superintendent shall himself receive the paper for the several districts, during the year, and make the distribution, retaining the postage from the library money of each district, and if thought advisable an amount (not exceeding twenty-five cents,) for binding at the end of the year, such an arrangement would meet the full approbation of the department, and be found conducive to the convenience and accommodation of all concerned.

It is to be regretted that no provision has been made for furnishing the town superintendents themselves, with the paper at the expense of the State. The editor will, however, conform to the example of his predecessor in this respect, and forward the Journal without charge, to these officers, on being apprised of their post office address through the county superintendent, relying for his indemnity upon the influence which their position and character enables them to exert for the more general diffusion and circulation of the paper, should it be found to deserve well of the public. It is deemed not improper, however, to state, as some apology for the indirect appeal thus made to the exertions of these officers, that the fund (\$400) which has heretofore been appropriated from the State subscription for this purpose, has been withdrawn, and that subscription reduced from \$2,800 to \$2,400 per annum. So that unless the general circulation of the Journal is increased, the loss falls exclusively upon its present editor. We desire to be frank and explicit in the matter; to place the subject before the town superintendents in its proper light; and leave them to such action in the premises as they may feel disposed and find it convenient to adopt.

☞ All letters of inquiry from trustees or other officers of school districts, town or county superintendents, respecting the construction of different portions of the school law, with reference to particular cases, which do not, in the judgment of the department require a special or immediate answer

in writing or relate to strictly local subjects, will hereafter be answered through the medium of the District School Journal, for the benefit of all who may be interested in similar questions. The adoption of this arrangement, in addition to the facilities which it will afford for diffusing as extensively as possible official expositions of the school law, will save the State a vast amount of postage, and the department the time now occupied in giving the same information in answer to numerous letters from all sections of the State.

✂ THE communication of the convention of town superintendents of the eastern division of Oneida county, including the school commissioners of the city of Utica, respecting our *advertising cover*, has been received, and its contents carefully weighed. So far as it has been, or may be, in our power to carry into effect the suggestions and wishes of the members of the convention, we shall endeavor to do so: and we have accordingly thrown the advertisements into the concluding pages of each number, instead of the former arrangement. By enlarging the size and widening the columns of our paper, and giving several additional pages of reading matter, we hope to afford some indemnity to our readers for the limited space occupied by advertisements—at the same time assuring them that the insertion of these notices of prominent booksellers is by no means intended as expressing any opinion official or otherwise, of the comparative superiority of the works included in their lists, over others. Our advertising columns will never be suffered to intrench upon the just claims of our subscribers, either by depriving them of the usual quantity of reading matter, or adding to the postage of the paper.

✂ We regret that our limits compel us to restrict ourselves to the opening portions only of Miss VAN VALKENBURGH's admirable and beautiful poem, read at the concluding exercises of the Normal School, on the 10th ult. The language is chaste and expressive, and the sentiments and principles which breathe throughout the whole poem, such as cannot fail to meet with an audible response from every well-balanced mind:

"In my dreams"—

Dreams are another life.

We leave this dark and oftentimes loathsome world  
Of ours, and flit on fairy wings beyond  
The cares of earth. The spirit furls those wings  
In heavenly bowers, and rests among  
Elysian walks, and amaranthine fields.

The cares of earth are sordid, and will wake  
The mind to trifling thoughts and menial  
Employ, but when these wants have ceased, 'tis  
then

We're free and revel in the realms of space  
Eternal, free, unfettered, and as wild  
As mountain breeze. 'Tis then we read the past,  
Of childish joys, when bounding boyhood knew  
No grief. We chased the gorgeous butterfly,  
And gambol'd with the breeze, that tossed about

Our silken curls. We grasped at happiness,  
More skilful then, than now, for she does not  
Elude the feeble grasp of tiny hands,  
But answers to the shout of innocence,  
And oft repays it with her sweetest smile.

In dreams a mother's voice, again we hear.  
Again she strokes our locks and teaches us  
To pray; she gently leads and guides as through  
The slippery paths of youth, her gentle voice  
Reclaiming us from error's ways. We taste  
Again the joys of youth and manhood's joys. The  
past,

The present, and the future join, and form  
A temple in whose long, bright aisles, dear friends  
Partake with us our joys, and taste of nought  
But only joys. The portal's wreathed with bliss,  
The pillars—pleasure, friendships form its walls,  
The paves are peace, while sweetly over all  
The fairy fingers of kind hope have spread  
The roseate hue of love. Far, far away  
And with the distance dim, the beaming gate  
Of Paradise, where our ambitious hopes,  
Their acme and their aim have reached, will close  
The scene.

'Tis most in sleep we dream, for then  
The body claims no care, but torpid lies,  
To wait the soul's return from spirit land,  
And mystic revels held, of which it tells  
The actors and the scene, but all are full of joy.  
What tho' they bare the tint of present, past,  
And future life, within the woof of which  
Are woven but few "golden threads."

The infant sleeps and sweetly smiles. What  
dreams

It now! Mayhap it lists those seraph songs  
That on the "mortal ear may fall, but the dull,  
Unheeding sense wake not." Mayhap it sees  
Through life the path that it must tread, it sees  
Its spirit's fond desires are all fulfilled,  
The hopes of after life are realized,  
No disappointments lurk about its way,  
That mystic mirror shows no traitor friends,  
No social ties by death are loosed. No foul  
Misdeeds arise to fright the guilty soul.  
'Tis sweet to see an infant sleep, it smiles  
So brightly that we know it dreams of joy.

The child, that wearied with his play  
Has thrown himself upon his little couch  
To rest, dreams not of care and wasting toil.  
The child that all day long has tossed  
His golden tresses to the breeze, whose shout  
Has charmed the bird to silence, and his foot,  
His tiny, dancing foot, has brushed the dew  
From off the flowers at morn and eve, whose eye  
Has beamed with very joy, but now is closed  
In sleep. Sleep rests upon those fair and rounded  
limbs,

The silken lash lies on his rosy cheek,  
The sweet, full lips are parted with a smile  
And show the little pearls within. Upon  
His fair smooth brow and little dimpled chin  
The sunbeam, glancing through the lattice, loves  
To linger long in playful mood. Before  
Him is a long and weary life, a life  
May be, with scarce a joy, and oft before  
Its close his anguished heart may say, "how sweet  
It would have been in childhood, to give back  
The spirit to its maker." Yet he sleeps,  
And dreams, and smiles, and wakes to find his  
joys

As fleeting as his dreams. In youth when first  
Dull cares are felt and on the spirit press,  
And all its fresh and free outgoings quench,  
When first we've learned to fear our earth is not  
What it has ever seemed, its pleasures prove  
Unworthy of the name, a sound is all,  
Of friendship, its greatest honor, paltry praise,—

That men give honor, not to *sterling worth*,  
But *sterling pounds*, 'tis wealth to which they pay  
Their servile homage; the gaudy trappings which  
He wraps about himself are counted 'lar  
More worthy than an honest soul; he draws  
Himself aloof, and counts himself as one  
Above the poorer man. When we have learned  
All this, and feel it in our very souls,  
And hate it, then we still may find in dreams  
Much peace. They tell of pleasures unalloyed,  
Of pure, unselfish love. We paint a fairy scene,  
And while we dream, we live in it  
And mingle with it childish joys.

#### THE EDUCATION OF THE HEART.

We commend the following judicious remarks from the London Quarterly Review, to the discriminating attention and regard as well of parents as of teachers. They contain an important principle in reference to the education of the young, and one which cannot be too carefully heeded:

"It is the vice of the age to substitute *learning for wisdom*—to educate the *head*, and to forget that there is a more important education necessary for the *heart*. The reason is cultivated at an age when nature does not furnish the elements necessary to a successful cultivation of it; and the child is solicited to reflection when he is only capable of sensation and emotion. In infancy the attention and the memory are only excited strongly by things which impress the senses and move the heart; and a father shall instil more solid and available instruction in an hour spent in the fields, where wisdom and goodness are exemplified, seen and felt, than in a month spent in the study, where they are expounded in stereotyped aphorisms.

"No physician doubts that precocious children, in fifty cases for one, are much the worse for the discipline they have undergone. The mind seems to have been strained, and the foundations for insanity are laid. When the studies of maturer years are stuffed into the head of a child, people do not reflect on the anatomical fact, that the brain of an infant is not the brain of a man; that the one is confirmed, and can bear exertion—the other is growing, and requires repose; that to force the attention to abstract facts—to load the memory with chronological and historical or scientific detail—in short, to expect a child's brain to bear with impunity the exertions of a man's, is just as rational as it would be to hazard the same sort of experiment on its muscles.

"The first eight or ten years of life should be devoted to the *education of the heart*—to the *formation of principles*, rather than to the acquirement of what is usually termed knowledge. Nature herself points out such a course; for the emotions are then the liveliest, and most easily moulded, being as yet unalloyed by passion. It is from this source that the mass of men are hereafter to draw their sum of happiness or misery; the actions of the immense majority are, under all circumstances, determined much more by feeling than by reflection; in truth life presents an infinity of occasions where it is essential to happiness that we should feel rightly; very few where it is at all necessary that we should think profoundly.

"Up to the seventh year of life, very great changes are going on in the structure of the brain, and demand, therefore, the utmost attention not to interrupt them by improper or over excitement. Just that degree of exercise should be given to

the brain at this period, as is necessary to its health; and the best is oral instruction, exemplified by objects which strike the senses."

It is perhaps unnecessary to add, that at this period of life, special attention should be given, both by parents and teachers to the *physical development* of the child. Pure air and free exercise are indispensable; and wherever either of these are withheld, the consequences will be certain to extend themselves over the whole future life. The seeds of protracted and hopeless suffering have, in innumerable instances, been sown in the constitution of the child, simply through ignorance of this great fundamental physical law; and the time has come when the united voices of these innocent victims should ascend, "trumpet-tongued" to the ears of every parent and every teacher in the land, "GIVE US FREE AIR AND WHOLESOME EXERCISE; leave to develop our expanding energies in accordance with the laws of our being; and full scope for the elastic and bounding impulses of our young blood!"

#### Communications.

##### PHYSICAL EDUCATION.

MR. RANDALL:

Dear Sir—The following remarks upon the subject of physical education are extracted from an address delivered by Doctor Beecher, before the Union Literary Society of Miami University, September 29, 1835. I respectfully and earnestly commend the principles and recommendations contained in this extract, to all who desire the possession of sound physical health. To students especially, it is invaluable; they ought to have it perpetually in their "mind's eye;" they ought unceasingly to practise what it inculcates until they feel that their physical systems are transformed into newness of life by having infused through them all that nervous and muscular energy which the Doctor so eloquently describes.

J. H. JR.

"This system of mental discipline, should be attended all the way, with an efficient system of physical education. Physical energy is indispensable to protracted mental exertion.

"It is impossible to carry a healthful condition of body through nine years of indefatigable mental discipline, without habitual and vigorous muscular exercise. Not one in a hundred of those presumptuous dreamers, who think they can do it, will fail to awake first or last to the reality of a ruined constitution.

"To act with vigor, the mind must have a foundation to stand upon, and walls not to be shaken down by emotion and the recoil of mental action. And as the time devoted now to collegiate and professional studies, is double what it was in the early periods of our country, and the toil and emotion of professional life greatly augmented, it is not to be expected that the increased taxation can be sustained without a corresponding care to maintain the muscular and nervous system. The body was made for action; and it cannot, with impunity, either by violence or by stealth, be cheated out of it. The subtraction of nutrition to accommodate the system to study without exercise, will ruin, ultimately, the constitution. It will produce effeminacy of the muscular fibre—an increased susceptibility to the ac-

tion of physical causes, with a diminished power of resistance, and of course, increase the predisposition to disease. The only safe way, is to give to nature her portion of meat in due season, so combined with exercise, as shall secure to the digestive organs an untiring vigor in the right performance of their work. Retreating before the elements for the preservation of health, and venturing from our hiding place only when they are good natured and smile, is to make ourselves the slaves of the most capricious masters—there is no safe way but to brave them—and by hardy habit to rise above their power. We must learn to buffet them, or they will never cease to buffet us.

"The amount of daily exercise required for the preservation of a vigorous constitution, cannot be less than three hours a day, to balance the habitual nervous taxation of eight or ten hours study. It must be of a kind, also, which puts in requisition not merely the lower extremities—as *walking*, but the arms, and the chest, and the entire man. It must be an exercise to which every one must have access without the expense of keeping a horse; and above all things, it must be an exercise which will be interesting. Of all drudgery, that of being compelled to exercise merely for the sake of exercising, is the greatest; and will never, for any length of time, be faithfully pursued. Labor must, of course, be associated with the idea of profit, and for this agriculture and the mechanic arts afford the opportunity of combining the requisite, healthful, and lucrative action with study.

"The experiment is as yet immature; but it is a safe maxim in the government of God, that whatever ought to be done, *can be done*—and I have no doubt that we have grasped already the elements of the plan which will, under the guidance of God, lead to a glorious result.

"The subject of physical education should be commenced in the family, extended to the school, combined with the preparatory studies of the college; travel with us through the professional studies; and its results, in the form of habit, cleave to us through life. The man who has in this manner worked himself into public life, is qualified to endure hardness as a good soldier—has acquired moral courage, mental vigor, decision of character, and real independence. Such an one, if a minister, may, like the apostles, go forth among a dispersed population, and gather them together, sustaining himself by the work of his hands, till, by the grace of God, a church is organized, a congregation collected, and a house of worship built; and it is only by such a race of ministers, that the exigencies of our country can be fully met, or the world be converted to Christ. The motives to adopt a course which shall unite study with exercise and economy, are imperious; for failures are multiplying, and abortive expenses—and the sacrifice of life in this manner attended by such light as we now possess, is fast coming up to the criminality of suicide. He who destroys his nervous system by intoxication, is a suicide; but when the same outrage on nature is perpetrated by mental action and muscular indolence—what heretofore has been denominated martyrdom to the noble thirst for knowledge, must soon receive the verdict of suicide."

#### DIFFUSION OF USEFUL KNOWLEDGE.

MR. JOSEPH BARKER, not a clergyman by profession, has taken upon himself the function of a lay preacher, and in different parts of England and Wales, has been listened to by thousands of

people. His preaching is of an earnest and simple character, and he has largely availed himself of the teachings of Channing to enforce christian morals on his hearers. Dr. Channing, as you well know, was an American, and an admirable instructor on the subject of self-culture. Whatever dogmas he might have held on the disputed points of christianity, he expressed constantly a deep interest in the moral welfare and intellectual improvement of all his fellow-creatures. He was incapable of religious antipathy to any class of persons, or any denomination of christians, and the greater part of his writings is calculated to persuade men to put off habits of apathy, ignorance and prejudice, and to come to the light of truth. Not truth merely as it appears in the gospel; but truth as it is revealed in the laws and appearances of nature; in the discoveries of science; and as it may be carried out by the intelligence of mankind. So that human beings may seek truth in the love of it; may cherish it in their inmost hearts; may speak it in love; and disseminate it in every form of communication one with another. Who can object to such principles—to such a spirit? Who can turn a deaf ear to such suggestions? and who that listens to them in a teachable spirit, would not become in purity, in sincerity, and improbability, once more a little child?

On a certain occasion, not long since, Mr. Barker, at Birmingham, delivered two discourses to encourage the printing of cheap books—not, however, poor books, but such works of eminent men as may form the principles and taste of every class of men—the poorer especially. To such publications Mr. Barker looks as the most probable and efficient means of preventing moral evil, and exalting human happiness. This is a very plausible theory, and by no means confined to Mr. Barker. His experiment, however, is a rational and satisfactory comment upon it, and such a one as ought to encourage any who falter through distrust in their exertions to be useful in a similar way. He has given the following account of his own proceedings:

"I have endeavored to point out that each one has a work appointed him to do, each has it in his power to do something, for the service of his fellow-creatures, however confined his sphere of action may be, and I now wish to point out a few of the ways in which good may be done. First of all, a man should be particularly careful that he does no harm to his fellow-creatures, he should choose some business that is at least innocent, that neither sacrifices their health nor their morals; and, if possible, one that would enable him, when he entered on his business in the morning, and rested from his labors at night, to say, I am going to do, or have done, something that will add to the comfort or convenience of mankind, as well as provide for myself and family. Man's business is to serve God, and to do good for his fellow-men; all other works should be made subservient to this—his business is to perfect his own character, by endeavoring to perfect the characters of others. We must first endeavor to make men *think*, by pointing out to them the plain truths of Christianity in their most pure, lovely, and lofty form; they will be eager to hear every word—give them a little knowledge, and they will desire more, for they are anxious to escape from the debasing thralldom of ignorance. I was born among the working class, I am one of them still, and I know their thoughts, feelings and tendencies—*knowledge they will have!* One of my fellow-preachers, some time ago, complained that the people would not read. He had printed a book, and only fifty numbers were sold; but why was

it? because his book was dull and uninteresting. I told him I would make readers; and the first thing I published, a thousand copies of it were sold. Give them cheap and good books, and the working classes will soon become readers: they take the books to the factories, and during dinner hour, those who are the most educated read aloud to the others; and every now and then, a discussion arises on the subject of the pamphlet. Thus factories and workshops become colleges; and before the week is out, perhaps the pamphlet has been read to a hundred people. Dr. Channing I find to be the favorite author. I published 5,000 copies of his complete works at 1s. a volume—the first volume is all sold, and 4,000 copies of the second. The weavers and spinners of the West Riding of Yorkshire read Channing with delight, and appreciate the beauty of his writings, and consider them as precious as you do. A young man came to me the other day, and said he would take fifty copies of his works, if I could let him have them a little cheaper. I said, take them for 6d. a volume, and he carried away as many as he could then, and came again for the remainder. This man was an inhabitant of Pudsey, near Leeds, to belong to which place, till lately, was a reproach; it was considered that no stranger could pass through the streets without being insulted. A short time since, I held a meeting there, consisting of upwards of 1,500 people, whose faces were crowded as close together as possible—it was a perfect sea of heads. At one meeting, my brother circulated one cwt. of tracts. I began with only one printer, I have now seventeen, and publish 5,000, 10,000, 20,000, and sometimes 100,000 tracts a week. Be not afraid of educating the working classes. It is sometimes said they will be too fine to work in the coal pits and mines; but I know not that the little information I possess would unfit me for it, and I should have no objection to work in a coal-pit, if, by so doing, I could most benefit my fellow-men. Besides, if knowledge were general, the improvement and inventions in all disagreeable trades would lessen their inconveniences, and the needful hours of labor would be materially shortened, so that a man might apply a considerable portion of the day in reading, or instructing and comforting others. It is said, "a little knowledge is a dangerous thing," but it is the mass of ignorance with which it is connected that is dangerous. A little knowledge is good as far as it goes; but men will not long be contented with a little, they will make that little more. And while I would wish every man to have sufficient food for the body, the nourishment for the mind should not be overlooked. As I would have a pantry in every house, I would also have a library. While the body is pampered, why should the soul be starved? I would have a cupboard filled with all the best works of general literature, biography, history, travels, poetry, theology, and science. I would have all these brought within the means of every man. There are few who cannot give 8d. for 300 pages of such a work as Channing's. It is only four glasses of ale, given up for one week, for the first volume,—and three cigars, or twenty pipes of tobacco, for the second; and he can go without his ale and cigars two weeks longer, to provide a copy to lend. I can assure you, the mass of the people are ready for such works; they are eager, they thirst for them. But we must not be satisfied with enlightening those only around us; we must carry our views beyond our own neighborhood and country. I would wish to see and talk to every human being, and visit every spot in the world where human beings are to be found. And I would wish to give to every one

the knowledge I myself possess; for if I were the only unenlightened man in the world, I should think it hard for every one to pass me by, and leave me in my ignorance. If we only enlighten one spot, the surrounding darkness will rush in. But you say you do not see your way to do much good. Neither do I see my way clear all the way home; but I see a little way, and, when I have gone so far, I shall see further, and I shall thus reach home in time. In like manner do you perform the first good deed that presents itself; and when you have done that, God will provide you with other work."

The success of all publications arises from a certain preparation in the public mind. Those who want knowledge seek it; and those who demand amusement from books seek such books; and few there be that do not find them in the present supply from the book trade.

If any book do not minister to vice, it is true it affords occupation to leisure hours not positively corrupting. This is all that can be said in favor of frivolous shallow books. Such reading produces none of the results of a better kind of reading; that kind which Mr. Barker is so successfully promoting in the old world.

The reading which alone can furnish the mind with valuable thoughts; which is indeed "the good seed of the word," is a privilege, which, properly appreciated and employed, gives to human life a character, a relish, and enjoyment which nothing else can. But men must be educated up to this sort of reading; must have a taste of it from the beginning. They must be led to the spring whence flows this water of life; when they have drank of it freely they will never thirst. The supply is as inexhaustible as the appetite; and the latter grows by what it feeds on. This is not said irreverently. Books in their better nature are all in affinity with religion. The book of religion is quite in harmony with other good books; with the books that describe the world we live in; with the happy thoughts of the great poet; with the true chronicles of human life; with the observations of the philosophical traveller; with the speculations of the enlightened economist, or the pure philanthropist. There is no great gulf fixed between the religious book and the moral book; the moral book and the rational book; the rational book and the amusing book; they all work together for good. The last is certainly not the first; but it may be in harmony with the first. It was said of a descriptive poet, he wrote, "No line that dying he could wish to blot;" he wrote not only praise to God, but works to recreate the fancy, and improve the heart. Our reading should be of a similar character. It should not vitiate the mind, but should enlighten it; it may divert, but it ought to make it better; it may serve to pass a leisure hour, but it should also excite, employ, and exercise the intellect; it should never call up a blush to our face, or a reproach from our conscience. An inefficient reader of light matter only, is a mere strainer, in which nothing remains, or dregs only. A lady who lived to honored age—the late Mrs. Grant, of Edinburgh, related that when a child the tragedy of Macbeth was given her to read. The first time she read it, she could not understand it, but she immediately read it over again that she might; and then she began to understand and enjoy it. The genuine enjoyment of a good book is the reward of pains-taking. Intellectual labor is the condition of intellectual enjoyment. The reward of such labor is the constant diminution of distaste to it; the constant increase of facility and success, and the constantly increasing satisfaction of such success.

A superficial reader is no reader at all; because he is no thinker at all—no inquirer—no reasoner—no man of doubts—of suspended judgments—of comparisons—of careful conclusions. A contrary character of mind is generally formed by rational instruction. At any rate rational instruction must lead to such use of the faculties; such improvement of them. Mr. Barker's plan is an excellent supplement to a wise popular education. Popular education if it be good for nothing—or next to nothing, will leave its subjects wholly indifferent to all subsequent provisions for their benefit. Mr. Barker's tracts are sold, for the most part, not given away. They are of some bulk, and some value. What is worth having is worth paying for. Bought books have the value of cost, added to the value of possession, and the intrinsic value of themselves to commend them to the owner. All that we in this country need, is the enlightened will to make our populous towns, and our scattered dwellings glad and beautiful with the light that has come into the world.

ELIZA ROBBINS.

For the District School Journal.

Meriden, Feb. 17th, 1846.

MR. RANDALL:

Sir—In compliance with the request of the late editor of the Journal, I cordially communicate to you on the subject of education.

In giving you some account of the state of education among us, and the condition of our schools, I would that I could describe a system of instruction and mental cultivation in some measure commensurate with our privileges, corresponding to what our sister states are doing, and to what they have a right to expect of us.

Connecticut possesses superior advantages for forming and carrying out a general system of education that should be adapted to the wants of the community. She has stood one of the foremost in this great cause, but the rank and station she once occupied must be given to others unless a more general spirit of inquiry and interest can be awakened in behalf of our common schools.

Four or five years ago much was done, and for a time a spirit was aroused and manifested which promised much to the cause. In some towns the effect is still visible, but in others a degree of apathy prevails paralyzing to our schools.—Some who had toiled long and arduously, sacrificing time and money to make our schools and school system what every enlightened friend would wish, have engaged in other fields of labor, or sought in other states that sympathy and co-operation, denied them here. Others are still struggling in hope and striving to awaken that interest around them which should be general. While there are some who think our present system the best that could be adopted, and its actual operations as good as can be desired, all the true friends of education, I think, will agree in saying there is not that interest felt by parents, guardians, and the community generally which the importance of the subject demands.

There is much in our school system that is good; perhaps if the people could be sufficiently interested, and united in making and sustaining good schools, it would accomplish as much as any other. But our old and ill constructed school houses; our scantily furnished school rooms; the great variety and yet scarcity of text books; the thinly attended school meetings of all kinds, and more than all the superficial and meagre practical education of our youth; bear ample testimony that something is needed to render our schools as efficient as they might be.

The want of a periodical devoted to education and disseminating in every district information relative to the various improvements in different parts of the State, and in other places is seriously felt. This deficiency is partially supplied by articles in some of our weekly papers, designed to bring the attention of community to the wants of our schools. The frequent change of teachers is a great hindrance to the steady progress of our schools. Most of our schools change teachers twice a year; some have the same teacher for two consecutive winters or summers, and a very few are taught by the same person all the year. Where the change is so often made, much of the first half of a term is frequently spent, in undoing the errors of the preceding, and the good habits finally secured and the instruction imparted, are lost in the influences of the following term.

Although by a change, teachers equally well qualified may be obtained, it is frequently at the expense of the welfare and prosperity of the school. Children are creatures of sympathy, open, artless and frank; they need to find a friend in their teacher, one in whom they can confide, who will rejoice in their pleasures and be affected by their troubles. This cannot be so long as their teacher is a stranger; he is first to gain their affections before he can secure their confidence, and just as this is done the ties must be broken, and a stranger ushered into his place.

The want of faithfulness on the part of committees has produced much injury to our schools in some parts of the State. Their services have been unrewarded except by an approving conscience, and have sometimes been performed rather to comply with the laws, or evade its requirements so far as to secure the public money, than to secure good teachers and well regulated schools. The examination of teachers, the selection of text books, and general supervision of schools is made a part of their duties by law. But these duties are too frequently performed very negligently, and with an entire want of thoroughness; owing in some measure to the remissness of parents and the community generally who are better satisfied with poor schools than with the little trouble and expense that might be necessary to secure good ones.

Such are a few of the prominent causes that retard the progress of education among us, and though these facts with many more that might be mentioned, reflect little credit on our schools, there are some things connected with our system which enlighten the prospect and lead us to hope in the future.

Surrounded as our State is by the well directed efforts of her sister States, New-York, Massachusetts and Rhode Island, we cannot but hope a brighter day is soon to dawn on our schools, when an interest shall be awakened and energies put forth, which shall not cease till our schools are made the nurseries of all that is good, and that tends to develop all the faculties of mind; where intellectual and moral culture shall go hand in hand, and that course taken which shall produce thinking and reflecting men and women; and that in our primary schools that foundation of character may be laid, on which may be erected a superstructure that shall insure stability to our institutions; morality in our communities, peace at home, and respect abroad.

May those engaged in this cause in other States go earnestly forward; it is a high and noble work, the culture of mind and formation of character for time and eternity. May it be kept free from sectional jealousies and party strife, and receive the hearty co-operation of community and the blessings of Heaven.

D. N. C.

## Miscellaneous.

## "SUPPORT FREE SCHOOLS."

From Col. Horry's "Life of Gen. Marion,"

## CHAPTER XXXI.

I often went to see Marion. Our evenings were passed as might have been expected, between two old friends who had spent their better days together in scenes of honorable enterprise and danger. On the night of the last visit I ever made him, observing that the clock was going for ten, I asked him if it were not near his hour of rest.

"Oh no," said he, "we must not talk of bed yet. It is but seldom, you know, that we meet. And as this may be our last, let us take all we can of it in chat. What do you think of the times?"

"O glorious times!" said I.

"Yes, thank God!" replied he, "they are glorious times indeed; and fully equal to all that we had in hope when we drew our swords for independence. But I am afraid they won't last long."

I asked him why he thought so.

"Oh! knowledge, sir," said he, "is wanting! knowledge is wanting! Israel of old, you know, was destroyed for lack of knowledge; and all nations, all individuals, have come to nought from the same cause."

I told him I thought we were too happy to change so soon.

"Pshaw!" replied he, "that is nothing to the purpose. Happiness signifies nothing, if it be not known, and properly valued. Satan, we are told, was once an angel of light, but for want of duly considering his glorious state, he rebelled and lost all. And how many hundreds of young Carolinians have we not known, whose fathers left them all the means of happiness; elegant estates; handsome wives; and in short, every blessing that the most luxurious could desire? Yet they could not rest until, by drinking and gambling, they had fooled away their fortunes, parted from their wives, and rendered themselves the veriest beggars and blackguards on earth."

"Now, why was all this, but for lack of knowledge? For had those silly ones but known the evils of poverty, what a vile thing it is to wear a dirty shirt, a long beard and ragged coat; to go without a dinner, or to sponge for it among growling relations; or to be bespattered, or run over in the streets, by the sons of those who were once their father's overseers; I say, had those poor boobies, in the days of their prosperity, known these things, as they now do, would they have squandered away the precious means of independence and pleasure, and have brought themselves to all this shame and sorrow? No! never, never, never."

"And so it is, most exactly, with nations. If those that are free and happy, did but know their blessings, do you think they would ever exchange them for slavery? If the Carthaginians, for example, in the days of their freedom and self-government, when they obeyed no laws, but of their own making; paid no taxes, but for their own benefit; and free as air, pursued their own interest as they liked; I say, if that once glorious and happy people, had known their blessings, would they have sacrificed them all, by their accursed factions, to the Romans, to be ruled, they and their children, with a rod of iron, to be burthened like beasts, and crucified like malefactors? No, surely they would not."

"Well, now to bring this home to ourselves. We fought for self-government; and God has

pleased to give us one, better calculated perhaps to protect our rights, to foster our virtues, to call forth our energies, and to advance our condition nearer to perfection and happiness, than any government that was ever framed under the sun."

"But what signifies even this government, divine as it is, if it be not known and prized as it deserves?"

I asked him how he thought this was best to be done?

"Why, certainly," replied he, "by free schools."

I shook my head.

He observed it, and asked me what I meant by that?

I told him I was afraid the legislature would look to their popularity, and dread the expense.

He exclaimed, "God preserve our legislature from such 'penny wit and pound foolishness!' What sir? keep a nation in ignorance rather than vote a little of their own money for education!"

I sighed and told him I wished he had not broached the subject; for it had made me very sad.

"Yes," replied he, "it is enough to make any one sad. But it cannot be helped but by a wiser course of things; for, if people will not do what will make them happy, God will surely chastise them; and this dreadful loss of public property, is one token of his displeasure at our neglect of public instruction."

I asked him if this were really his belief.

"Yes sir," replied he, with great earnestness, "it is my belief, and I would not exchange it for worlds. It is my firm belief that every evil under the sun is of the nature of chastisement, and appointed of the infinitely good Being, for our benefit. When you see a youth, who, but lately, was the picture of bloom and manly beauty, now utterly withered and decayed; his body bent; his teeth dropping out; his nose consumed; with foetid breath, ichorous eyes, and his whole appearance most putrid, ghastly, and loathsome, you are filled with pity and with horror; you can hardly believe there is a God, or hardly refrain from charging him with cruelty. But where folly raves, wisdom adores. In this awful scourge of lawless lust, wisdom discerns the infinite price which heaven sets on conjugal purity and love. In like manner, the enormous sacrifice of public property, in the last war, being no more, as before observed, than the natural effect of public ignorance, ought to teach us, that of all sins, there is none so hateful to God as national ingratitude; that unflinching spring of NATIONAL INGRATITUDE, REBELLION, SLAVERY, and WRETCHEDNESS!"

"But, if it be melancholy to think of so many elegant houses, rich furniture, fat cattle, and precious crops, destroyed for want of that patriotism, which a true knowledge of our interests would have inspired; then how much more melancholy, to think of those torrents of precious blood that were shed, those cruel slaughters and massacres, that took place among the citizens from the same cause! As proof that such hellish tragedies would never have been acted had our state but been enlightened, only let us look at the people of New England. From Britain their fathers had fled to America for religion's sake. Religion had taught them that God created men to be happy: that to be happy they must have virtue; that virtue is not to be attained without knowledge, nor knowledge without instruction, nor public instruction without free schools, nor free schools without legislative order."

"Among a people who fear God, the knowledge of duty, is the same as doing it. Believing it to be the first command of God, 'let there be light;' and believing it to be the will of God, that 'all should be instructed, from the least to the greatest,' these wise legislators, at once set about public instruction. They did not ask, how will my constituents like this? won't they turn me out? shall I not lose my three dollars per day? No! but fully persuaded that public instruction is God's will, because the people's good, they set about it like the true friends of the people.

"Now mark the happy consequence. When the war broke out, you heard of no division in New England, no toryism, nor any of its horrid effects; no houses in flames, kindled by the hands of fellow-citizens, no neighbors way laying and shooting their neighbors, plundering their property, carrying off their stock, and aiding the British in the cursed work of American murder and subjugation. But on the contrary, with minds well informed of their rights, and hearts glowing with love for themselves and posterity, they rose up against the enemy, firm and united, as a band of shepherds against the ravening wolves.

"And their valor in the field, gave glorious proof how men will fight, when they know that their all is at stake. See Major Pitcairn, on the memorable 19th of April, 1775, marching from Boston, with one thousand British regulars, to burn the American stores at Concord. Though this heroic excursion was commenced under cover of night, the farmers soon took the alarm, and gathering around them with their fowling pieces, presently knocked down one-fourth of their number; and caused the rest to run, as if, like the swine in the gospel, they had a *legion of devils at their backs*.

"Now, with sorrowful eyes, let us turn to our own State, where no pains were ever taken to enlighten the minds of the poor. There we have seen a people naturally as brave as the New Englanders, for mere *lack of knowledge of their blessings possessed or their dangers threatened*, suffer Lord Cornwallis, with only sixteen hundred men, to chase General Greene upwards of three hundred miles! In fact, to scout him through the two great States of South and North Carolina as far as Guilford court house! And when Greene, joined at that place by two thousand poor, illiterate militia men, determined at length to fight, what did he gain by them with all their numbers, but disappointment and disgrace? For though posted very advantageously behind the corn field fences, they could not stand a single fire from the British, but in spite of their officers, broke and fled like base born slaves, leaving their loaded muskets sticking in the fence corners!

"But from this shameful sight, turn again to the land of *free schools*; to Bunker's hill. There behind a poor ditch of half a night's raising, you behold fifteen hundred militia men, waiting the approach of three thousand British regulars, with a heavy train of artillery! With such odds against them, such fearful odds in numbers, discipline, arms and martial fame, will they not shrink from the contest, and like their southern friends, jump up and run? Oh no! to a man they have been taught to read; to a man they have been instructed to know, and dearer than life to prize the blessings of FREEDOM. Their bodies are lying behind ditches but their thoughts are on the wing, darting through eternity. The warning voice of God still rings in their ears. The hated forms of proud merciless kings, pass before their eyes. They look back to the days of old,

and strengthen themselves as they think what their gallant forefathers dared for LIBERTY and for THEM. They looked forward to their own dear children, and yearn over the unoffending millions, now, in tearful eyes, looking up to them for protection. And shall this infinite host of deathless beings, created in God's own image, and capable by VIRTUE and EQUAL LAWS, of endless progression in glory and happiness; shall they be arrested in their high career, and from the free born sons of God, be degraded into the slaves of man? Maddening at the accursed thought, they grasp their avenging firelocks and drawing their sights along the death-charged tubes, they long for the coming up of the British thousands. Three times the British thousands came up; and three times the dauntless yeomen, waiting their near approach, received them in storms of thunder and lightning that shivered their ranks, and heaped the field with their weltering carcasses.

"In short, my dear sir, men will always fight for their government, according to their sense of its value. To value it aright, they must understand it. This they cannot do without education. And a large portion of the citizens are poor, and can never attain that inestimable blessing, without the aid of government to bestow it freely upon them. And the more perfect the government, the greater the duty to make it well known. Selfish and oppressive governments indeed, as Christ observes, must 'hate the light, and fear to come to it, because their deeds are evil.' But a fair and cheap government, like our Republic, 'longs for the light, and rejoices to come to the light, that it may be manifested to be from God,' and well worth all the vigilance and valor that an enlightened nation can rally for its defence. And God knows, a good government can hardly ever be half anxious enough to give its citizens a thorough knowledge of its own excellencies. For as some of the most valuable truths, for lack of careful promulgation, have been lost, so the best governments on earth, if not duly known and prized, may be subverted. Ambitious demagogues will rise, and the people through ignorance and love of change, will follow them. Vast armies will be formed, and bloody battles fought. And after desolating their country with all the horrors of civil war, the guilty survivors will have to bend their necks to the iron yoke of some stern usurper; and like beasts of burden, to drag unspurred, those galling chains which they have rivetted upon themselves for ever."

This, as nearly as I can recollect, was the substance of the last dialogue I ever had with Marion. It was spoken with an emphasis which I shall never forget. Indeed he described the glorious action at Bunker's Hill, as though he had been one of the combatants. His agitation was great, his voice became altered and broken; and his face kindled over with that living fire with which it was wont to burn, when he entered the battles of his country. I rose from my seat as he spoke; and on recovering from the magic of his tongue, I found myself bending forward to the voice of my friend, and my right hand stretched to my side; it was stretched to my side for the sword that was wont to burn in the presence of Marion when battle rose, and the crowding foe was darkening around us. But thanks to God, 'twas sweet delusion all. No sword hung burning by my side; no crowding foe darkened around us. In dust or in chains they had all vanished away, and bright in his scabbard rested the sword of peace in my own pleasant halls on Winaw bay.

**SUPPORT FREE SCHOOLS.**

We would earnestly recommend to the public attention an article on another page, on the importance of supporting "free schools" in our land, from a patriot and veteran hero of the Revolution, which, as an argument, we have never seen surpassed. It glows with burning truth, and if there be in the statesmen of the present day a sufficiency of the fire of patriotism and philanthropy that animated the bosom of MARION, so be characterized by these hallowed terms, the force of his reasoning will not be allowed to pass into forgetfulness, but will become a living principle, and influence their action in such a manner as will speedily bring to pass an amendment of our common school law that will secure impartial and sufficient instruction to every child in the community, as a permanent duty to the race, and the surest safeguard of the Republic.

For ourselves, as an humble advocate of FREE SCHOOLS, we feel eminently honored in being found in such exalted company, with such distinguished supporters of like opinions,—and while we rejoice that gradually the principle has been gaining hold of the people of this State, particularly in the dense population of cities, large villages, &c., we imagine our present law-makers could easily engraft upon and extend the principle to our whole State, without violence to any right, or the least disregard to the best interests of the people.

By the law of 1841, sec. 14, the trustees of district schools are authorized to exempt the indigent parents from paying tuition money, and tax the amount upon the property of the district, every quarter, or half yearly. The principle, then, is thereby established, that property is to be taxed for the education of poor children. There is also a previous provision in our school law, which requires a tax upon the property of the towns equal to the amount of public money furnished by the State, "for the support of schools," which is devoted to the payment of teacher's wages, and applies to all the children in the schools,—so that all persons taught for the last thirty years in our common schools, were recipients of the moneys raised directly by tax for their education; and thus, there can be no boasting one over the other, in this respect.

But why all this complication, and diverse arrangement, and collection of these funds? Why adhere to the present system, when it is known to operate unequally, imperfectly, and without success in many districts,—and in other respects, ineffectual, in comparison with the free school organizations in our cities and large villages?

The fact is capable of daily demonstration, that the free school system is far superior, by its constant instruction to pupils in their early years,—diffusing more knowledge in less time, than is acquired, as a general thing in our country districts,—and is less expensive in providing education to the children, either pro rata or per capita,—for it will be seen by the report of Dr. Reese, county superintendent of schools for New-York, in 1844, that the entire expense of educating a child attending the schools of the Public School Society in that city, including tuition, books, stationery, fuel, insurance, &c., amounted only to *four dollars and forty cents per annum!* while at the same time, we are confident that every parent in the county of Westchester, who sent his child to a district school the whole of that year, and who paid the ordinary charge of the *rate-bill*; paid more than that amount for him, besides having previously paid the annual tax levied "for the support of schools," books, &c., to say nothing of the tax for building the school house

and the additional tax for the exempt children of the poor.

We have canvassed this system in our own mind, and watched its operation, until we are perfectly satisfied, that it is ineffective, unsuccessful, and unfitted to the complete and proper education of the masses, and we therefore earnestly desire the adoption of a more simple and salutary system of public instruction, which we believe can be adopted, without the slightest inconvenience, or serious dissatisfaction to the tax payers of the State.

Our proposition, to which we respectfully invite the attention of the Legislature and the country press, is, so to amend the 14th section of the school law of 1841, that it shall read, "the trustees of each school district shall ascertain, after the payment of the public money devoted to the tuition of the pupils of such school, the amount due to the teacher, each year, and certify said amount to the town superintendent of schools, on or before the first day of December, and the said amount shall become a charge upon the town, and be assessed by the Supervisor, in the same manner as other taxes for expenses of the town are levied, and to be paid to the town superintendent, and by him paid to the teacher in the same way that school moneys are now paid, by provisions of the law." Then, if the towns, at their annual meeting voted the "equal additional sum," as they are empowered to do, the balance levied as proposed above would be small; if they did not do so, it would be greater; but in no case equal to the present amount paid by tax payers, who send to the school and pay a *rate bill*, besides the present taxes for those objects.

Let it not be urged that such tax would be unjust upon those who have educated their children, under the *rate bill* system, and have now no small children to participate in the tax; because, we have shown, that their children did participate in their proportion of the public money, raised as now, by tax, and if not to the extent now proposed, it was the fault of their stinted and short sighted policy; and they only suffer in degree the evil of imperfect and unwise legislation, that ought to be abandoned for a more liberal and enlightened policy.

The illustrious MARION has said the evils of war were fastened upon his native State, because of the "lack of knowledge" in the inhabitants! Although we have not these particular evils hanging upon us at the present time, it will not be difficult to show that this State is also suffering large losses in persons and property through *ignorance and vice*. We know that all evils are not to be attributed to ignorance; yet, a great proportion of them may be avoided by a proper cultivation of the intellect and understanding. But our object is just now to show that ignorance is expensive. An intelligent gentleman has estimated that \$200,000 are annually paid in this county to lawyers,—the greater proportion of which comes of the want of knowledge in the clients, and a proper regard to the duties of life, and social intercourse. Here then, we have a tax vastly beyond all that is paid for education and all moral influences together; and shall we not then, in a word, abandon the ruinous practice of rearing members of the community, to become vicious and profitless citizens, and thus tax the prudent and prosperous portions of society tenfold for their support or correction afterward?

We do most earnestly urge this *social reform* upon the attention of the community, and point them again to the truthful and thrilling arguments of the patriotic and devoted MARION, in their support.—*Westchester Herald*.

**THE GREAT NATIONAL WORK FOR DISTRICT AND OTHER LIBRARIES,  
THE EXPLORING EXPEDITION.  
PRICE ONLY TEN DOLLARS.**

**NOW READY, BY LEA & BLANCHARD,  
AND FOR SALE BY ALL BOOKSELLERS,**

**NARRATIVE  
OF THE  
UNITED STATES EXPLORING EXPEDITION,  
DURING THE YEARS 1838, '39, '40, '41 AND '42.**

**By CHARLES WILKES, Esq., U. S. N.  
COMMANDER OF THE EXPEDITION, ETC.**

**A New Edition, in Five Medium Octavo Volumes, neat Extra Cloth, particularly done up with reference to strength and continued use, containing TWENTY-SIX HUNDRED PAGES of Letterpress, illustrated with Maps, and about THREE HUNDRED SPLENDID ENGRAVINGS ON WOOD.**

**PRICE ONLY TWO DOLLARS A VOLUME.**

Though offered at a price so low, this is the complete work, containing all the letterpress of the edition printed by Congress, with some improvements suggested in the course of passing the work again through the press. All of the wood cut illustrations are retained, and nearly all the maps; the large steel plates of the quarto edition being omitted, and neat wood cuts substituted for forty-seven steel vignettes. It is printed on fine paper, with large type, bound in very neat extra cloth, and forms a beautiful work, with its very numerous and appropriate embellishments.

The attention of persons forming libraries is especially directed to this work, as presenting the novel and valuable matter accumulated by the Expedition in a cheap, convenient and readable form.

School and other public libraries should not be without it, as embodying the results of the First Scientific Expedition commissioned by our government to explore foreign regions, and as embodying an immense amount of novel, curious and instructive information, not to be elsewhere met with, concerning the various parts of the earth visited by the Expedition. It is profusely embellished and illustrated by wood cuts, descriptive of the manners and customs of savage life, arms, implements

and utensils; portraits, landscapes and scenery; remote and hitherto undiscovered localities; strange and savage races; especially throughout the Southern Pacific, Antarctic Ocean, Oregon and California.

"The cheap edition is admirably adapted, not only to the universal diffusion contemplated in its publication, but to be introduced into the Common School Libraries, which are already established in this and some of the other States. In no other way, perhaps, could the great purposes of this publication—the diffusion among our people of the knowledge acquired by this Expedition—be so well attained as by placing a copy of the cheap edition in every School District in the country. In this way it would almost certainly be read by every person of the slightest desire for information."—*N. Y. Courier and Enquirer*.

"There is not a reading man who should be without these splendid volumes; they are a part of our infant literature of very considerable importance, and deserve to be placed on the same shelf with Bancroft, Irving, Sparks, Prescott, &c. The view of Oregon—full, thorough, scientific and practical—as contained in Captain Wilkes' book, is alone worth the price of the whole set."—*Daily Union*.

**NEW WORK FOR SCHOOLS AND SCHOOL LIBRARIES.**

**LEA & BLANCHARD have lately published**

**WHITE'S UNIVERSAL HISTORY.**

**Elements of Universal History, on a new and systematic plan; from the earliest times to the Treaty of Vienna; to which is added a summary of the leading events since that period. For the use of Schools and private Students, by H. WHITE, B. A., Trinity College, Cambridge; with Additions and Questions, by JOHN S. HART, A. M., Principal of the Philadelphia High School, &c., in one volume, large 12mo., neatly half bound.**

This work is arranged on a new plan, which is believed to combine the advantages of those formerly in use. It is divided into three parts, corresponding with Ancient, Middle, and Modern History; which parts are again subdivided into centuries, so that the various events are presented in the order of time, while, it is so arranged that the annals of each country can be read consecutively, thus combining the advantages of both the plans hitherto pursued in works of this kind. To guide the researches of the student, there will be found numerous synoptical tables, with remarks and sketches of literature, antiquities and manners, at the great chronological epochs.

The additions of the American editor have been principally confined to the chapters on the history of this country. The series of questions by him will be found of use to those who prefer that system of instruction.

**STATE OF NEW-YORK.**

**SECRETARY'S OFFICE,  
DEPARTMENT OF COMMON SCHOOLS, }**

*Albany, October 14, 1845.*

**Messrs. Lea & Blanchard:**

GENTLEMEN,—I have examined the copy of "White's Universal History," which you were so obliging as to forward me, and cheerfully and fully concur in the commendations of its value, as a comprehensive and enlightened survey of the ancient and modern world, which many of the most competent judges have, as I perceive, already bestowed upon it. It appears to me to be admirably adapted to the purposes of our public schools; and I unhesitatingly approve of its introduction into these seminaries of elementary instruction.

Very respectfully, your obedient servant,  
**SAMUEL S. RANDALL,**  
*Deputy Superintendent of Common Schools.*

As this work is prepared with reference to general reading, as well as for schools, an edition has been prepared without questions, making it a very valuable volume for District School and other Libraries.